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ABSTRACT

The concept of team supervision with its concomitant differentiated staffing was developed to administer a Boston University-Lexington Public Schools partnership in teacher education and to provide a model for a training program in supervision for doctoral students in teacher education. The role of each member of the university team -- program coordinator, clinical professor, classroom supervisor, and doctoral associate -- is outlined describing specific functions assigned to each role. The supervised recipients were encouraged to perform functions that were coordinated with a sequential professional program at the university. Four role complexes were developed to (1) integrate theory and practice, and (2) provide for an increasing involvement of the student in classroom teaching-learning activities in the school and in the profession. The program currently includes four center schools, approximately 65 students, and a team of five university people. (Author)

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A Program of Pre-Service Education

Field-Based Sequential Role Development and Differentiated Staffing

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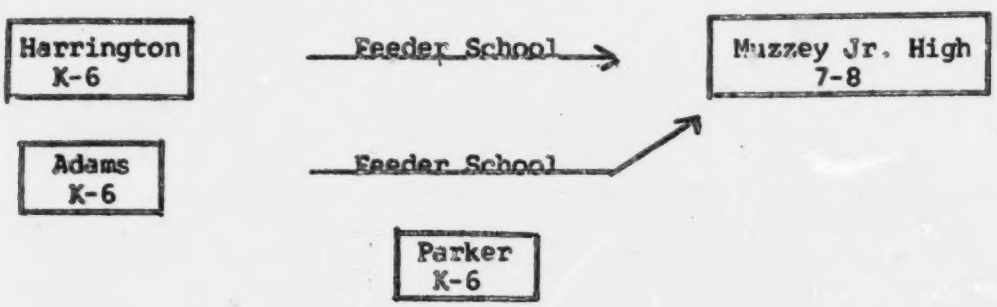
Background

Center School Foundation

The partnership between Boston University and the Lexington Public Schools of Lexington, Massachusetts began in 1962 with the opening of a student teaching center at the Harrington Elementary School. Twelve students were placed with volunteer teachers in a twenty-one classroom building under the supervision of a Boston University professorial faculty member, who was in residence at the school three days per week.

Over a period of years the evolution of the partnership in teacher education has resulted in the expansion of the number of center schools to form a mini-community of schools which share a common program of pre-service teacher education. At the present time, four Lexington Public Schools are members of the Boston University - Lexington Program.



In a nine year period of operation, the center school community has provided almost six hundred, eight to ten week placements, for student teachers. Translated into a head-count of students, this has enabled approximately three hundred students to obtain classroom experience in the Lexington Schools.

University Program Revision

Planning for program revisions at the University began in the Fall 1969 and this provided an opportunity to explore an expansion of the partnership beyond the student-teaching component of the program. Although sporadic attempts

had been made to involve the Lexington faculty in the university based portion of the program in guest lecturing roles, this type of participation never became an integral and continuing part of the program. The decision on the part of the Boston University faculty to move toward a field-based program resulted in the current program diagrammed below.

Table I

CONCEPTUAL MODEL: UNDERGRADUATE PROFESSIONAL SEQUENCE *

Experience 1
(Freshman and/or Sophomore Year) (4 credits)

Children, Schools, and Society
Combined Elementary - Secondary

Experience 2
(Sophomore or Junior Year) (12 credits)

Modes and Models of Teaching
Combined Elementary - Secondary
Psychology (includes Growth and Development plus Learning, Philosophy, Curriculum)

Experience 3 - Elementary
Secondary (12 credits)
(Junior or Senior Year)

Liberal Arts Concentration
Secondary
Content Area Specialization

Special Methods
Elementary
Communication: Social Studies Science
also integrated Measurement and Media

Experience 4
(Senior Year)

Elementary (12 credits)

Student Teaching and Seminars

Secondary (12 credits)

Curriculum Methods Student Teaching Seminars Measurement Media

*Note: approximately 1/3 to 1/2 of class time is assigned to field experience in Experiences 1, 2, and 3. Experience 4 is totally field based.

In addition to the field orientation, several other features of the new program are relevant to the current nature of the Boston University - Lexington partnership. The most obvious of these is the demand by the revisions for an integrated approach to the elements of content in teacher education. The tendency in professional education, in most of the large teacher education institutions, has been development of departments devoted to such content areas as measurement, methods, foundations, and media. Each content area has tended to exercise discrete influence on the program. Departmental isolationism has resulted, too frequently, in a limited perception of teacher education on the part of faculty members who have become embedded in their own speciality. This has placed the burden of integration of the elements, solely upon the unsuspecting student. In the new program, faculty deployment by use of the team-teaching model has been utilized to facilitate the broadening of the perspectives of individual faculty members, thus implementing integration of content areas on a personal level, rather than the mechanical level in which the juxtaposition of the elements still leaves the individual faculty member relatively secure in his own speciality area.

Another feature of the new program which seems to be emerging, at least in some of the components, can best be characterized as inductive-inquiry strategy in the organization of course content. This, of course, is directly related to the field orientation aspect of the program. In essence, the sequencing of content is determined by the perceived needs of the student in the field situation, rather than by a predetermined logic of the content, itself. Thus, when a student in Experience 3 is facing problems involving measurement, direct input of relevant concepts is made to coincide with the identification of the problem. The implication for a field situation, therefore, is the provision through both experience and control of the field environment of the student so that the problems are sufficiently predictable for the input to be planned and cogent.

Other features of the program could be explicated, but the above features provide the necessary background information for the following discussion of implications for the development of the present field program which centers around sequential role development and differentiated staffing.

Implications for Field Programming

The two major developments, expansion of the number of members of the mini-community on the part of the Lexington half of the partnership, and the program revision on the part of the Boston University half of the partnership had predictable consequences for the development of a model which could be implemented. Although each of the following were considered in the development of the model, some are more obviously pervasive in their effects than others.

One of the most pervasive factors was that of coordination. The need for coordination is so obvious as to appear to need no further statement. Coordination, however, in this model has two distinct, but related aspects. The one, and it is the standard aspect of coordination, is administrative. This involves classroom placements of students, scheduling arrangements for university faculty, and maintenance of communication among the buildings and the courses in the program. Also considered, however, was the introduction of additional faculty personnel to the Lexington program. Essentially, this process should be viewed as in-service training for university personnel in the field components. Now and in the foreseeable future, some of the university personnel in Lexington are teaching fellows and instructors, employed by the university while pursuing doctoral studies. Since most of these people will assume college and university positions upon completion of their degree programs, the field assignment can be viewed as a directed learning experience and an integral part of their teacher-education program. While the program can provide valuable training and insight for the

graduate students involved in it, the program, to be successful, demands the guidance and direction of a program coordinator.

Another factor to be considered in constructing an operational model, was the danger of providing the same field experience which required the student to fulfill essentially the same role in the classroom in each of the professional components. The mere increase in the amount of field experience has been challenged by Denemark:

> Another evidence of a simplistic approach to teacher education is the almost childlike faith some have evidenced in the efficacy of laboratory experiences. Whatever the scope, quality, duration, and structure of such experiences, some persons have equated improved teacher education with more of these and less of whatever else was being done. But unplanned laboratory experiences can turn out to be little more than "rubber-necking" or wasteful repetition of a narrow band of teaching behavior and student response sandwiched between large slices of coming and going.[1]

The tendency for such repetition of experience occurring is increased by the fact that, in most cases, and in the Lexington program in particular, the classroom teachers have experienced a limited number of alternatives of roles for pre-service students in the classroom. Traditionally, the students have been cast into the roles of either student teachers or observers. The development and communication of additional roles for the students and the sequencing of these roles to be consistent with the university-based portion of the program, as well as appropriate to their own individual development, was one of the major challenges of constructing the field program.

Staff utilization of both university and Lexington personnel required a re-examination. Previous experience of a year, in which exploration was made of the feasibility of university team supervision, demonstrated vividly to the

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[1]Denemark, George W. "Teacher Education Repair, Reform, or Revolution?" Educational Leadership, 27, No. 6 (March, 1970) 541.

participating faculty members that they could not be all things to all people. Moreover, the establishment of the junior high school as a center required that the prior pattern of secondary education university supervisors being assigned only to students in their own field speciality (science professors for student teachers in science, etc.) be replaced by the concept of general supervision where one or two university persons would work with students assigned to that school, regardless of their teaching speciality.

An informal inventory of the activities of the Lexington personnel who had participated in the center programs over the years disclosed resources which had remained essentially untapped in the pre-service programs. Specialists, such as those in reading, science and mathematics had only peripheral roles, if any, in the programs. In some cases, the classroom teachers had been engaged in special projects which were only shared with those students assigned directly to them. Previous use of these personnel in the program made no provision for their special talents to be part of the program.

Finally, attention needed to be given to providing for a type of process evaluation of the model due to the fact that this program was being used as a pilot for the development of partnerships between Boston University and other communities. Therefore, it was essential to have a feedback system which provided a continuous flow of implementation information to the university.

Field Program

Although the entire program cannot be described, the essential features as derived from an examination of the above factors, will be explicated in this section. These features include:

1. student sequential role development
2. staff differentiation
   a. university
   b. Lexington

1. Sequential Role Descriptions For Students In The Program.*

Although the needs of the individual classrooms will determine to a great extent the dimensions of the role descriptions for each student, the program of field experiences is sequential in nature. Not only has this sequence been developed through a progression of field experiences, as the student moves through the program, but an attempt has also been made to provide for a sequential listing of role development within each of the experiences.

The descriptions which follow are those given to program participants.

Experience 2

This phase of the program is designed to provide a general orientation to a specific school and classroom setting. Since this phase precedes the student's formal work in specific methods, participation in roles described in items 4 and 5 will be somewhat limited, in most cases. In addition, the schedules of the students will provide for only one day per week devoted to the field placement. Thus, participation in teaching-learning situations which are highly sequential in nature would probably not be feasible. With these limitations in mind, the following hierarchy of roles is suggested:

1) Assist teacher with general classroom management activities: routine chores, such as directing group movement, distribution of supplies, etc.

2) Assist teacher with special class/school activities: plays, field trips, assemblies, student newspapers.

*Experience 1 is the only program component which has not evolved directly out of past program. It does have a field component and in its initial stages in the fall of 1971, various field settings, in addition to the public school, were utilized. Until such time as definite field guidelines are developed, it was not deemed practical to incorporate Experience 1 in the Boston University-Lexington Program.

3) Assist in providing enrichment activities: reading stories, leading games, art/music appreciation.

4) Assist teacher in the acquisition and preparation of learning materials where the form of the material has been developed for the teacher candidate.

5) Assist teacher in learning activities where the instructional plan for the activities has been developed for the teacher candidate.

Experience 3

Experience in which the students might profitably participate include teaching on a one-to-one basis, small group instruction, large group instruction in any content area. Specific experiences might include:

1) Oral story telling.
2) Building games for skill practice in the content areas.
3) Creative writing activities.
4) Social Studies lesson that is part of a teacher directed unit.
5) Vignette teaching.
6) Dramatics.
7) Science experiments.

Interns might be helpful in assisting the classroom teacher in providing personal attention to youngsters with special needs. Due to the highly individualized and personalized nature of quality teaching, each intern will bring to the classroom unique competencies and skills. The major factor that will determine what a specific student will do in a classroom is the instructional needs of the classroom teacher.

Experience 4

In order to become competent in the teaching profession, a gradual sequence of teaching experiences needs to be structured, much as classroom teachers design learning experiences for youngsters, moving gradually from simple to complex tasks, from the concrete to the abstract. Although students differ in rate of growth, there are some generalized expectancies for the students.

Week 1 - It is recommended that teachers introduce their student teacher to the teaching role during the first week by having the student observe and become familiar with classroom management routines, grouping patterns in the various subject areas or with different groups of youngsters, assisting in post-instructional work such as following up the seatwork

with a reading group or assisting student groups with a class assignment, and routine whole class activities such as giving general directions for an assignment or informal story telling. During this first week the student should become familiar with building policies and procedures and become acquainted with the curriculum guides and materials in use in the classroom. Most important are the experiences, formal and informal, that provide the student teacher with contact with individual youngsters. We encourage the student teachers to ask questions of their classroom teachers concerning reasons underlying the particular classroom procedures and practices. What is so readily understood by the classroom teacher can often by a mysterious process for the student teacher. By the close of the first week, the student teacher should be able to prepare and teach a brief lesson to a small group or a whole class. The student will generally need much guidance and specificity in terms of content. We know that you are interested, as are we, in having students develop their own approaches to lessons and we will encourage this, too. At any time a student is to teach a lesson that you have discussed a day in advance, there should be a pre-planned and written lesson plan. Please encourage the student to show you the lesson plan before teaching and/or after the lesson is completed.

Weeks 2 & 3 - **During this time the student should be responsible for small group** instructional preparation and teaching. The planning should be done on a day-to-day basis in consultation with the classroom teacher. As the student teacher seems able, other "one-shot" lessons may be added. This is a getting-your-feet-wet period of time, and during the second and third weeks the student should be able to gradually assume more responsibility for classroom instruction such as small group instruction in a variety of subject areas or classes. It is suggested at this time that student teachers assist in teaching and planning components of any long range units that are in progress, but not be solely responsible for the planning of these.

Week 4 - During the fourth week the student should increase and expand practices that have been initiated up to this time. In addition, a video technician will be in classrooms to film the student teacher at work, in order that the students will begin to analyze their own teaching competencies.

Week 5 - Students should begin to be able to plan for greater lengths of time. Initially this means the statement of week-long objectives and then the specific objectives and procedures that will be employed each day. These long-range plans are, of course, subject to alteration as teaching time and pupil response indicate. The intent is to begin to have the student teacher view the wider perspective of educational goals for youngsters. At this time, too, students might begin to plan for a two-week teaching unit that would either terminate at the mid-point of student teaching or one that the teacher could continue after the mid-point. It might be well in this respect to think in terms of role reversal, where the student will have primary responsibility for planning and teaching and the classroom teacher become the assistant.

Weeks 6 & 7 - It is expected that during these weeks the student will continue to expand practices previously mentioned and implement in teaching any long-range planning.

Evaluation Conferences:

There will be a three-way (student teacher, cooperating teacher, and supervisor) growth conference half-way through the total student teaching experience at which time an assessment of progress to that point will be made. At that time plans will be formulated concerning the remainder of the students' experiences in order to continue to reach toward the program goal.

At the completion of student teaching a second three-way conference will be held. The student will be encouraged to evaluate her own growth during this conference by using the guidelines previously established for her individual development during the growth conference.

11. Staff Differentiation

a. University

1. Program Coordinator -

   a) Coordinate program - personnel, content and scheduling

   b) Coordinate multiple field placements:

   One semester's placements:

Experience 2	15 students (approx.)
Experience 3	30 students "
Experience 4 (elementary)	15 students "
Experience 5 (secondary)	6 students "
	66 students total

   c) Liaison with Lexington School personnel, particularily the administrative staff.

   d) Spot-trouble-shooting

   e) Development of in-service training program in field work for B.U. personnel

   f) Primary responsibility for program evaluation.

   g) Estimated time allotment to field is 1 1/2 day per week.

2. Clinical Professor -

   a) Coordinator of field program teaching utilizing both B.U. and Lexington personnel.

   b) Recruitment of Lexington personnel for program teaching.

c) Teaching in the field program when indicated in the plan or the program.

d) Classroom supervision of the Experience 3 field experience.

e) Coordination of student teacher supervisors.

f) Estimated time allotment to field is three days per week.

3. Classroom Supervisors of Student Teaching -

a) Observation and evaluation of student teacher activities in classroom.

b) Conferences with student teachers following classroom observations.

c) Resource person for instructional problems of student teachers.

d) Liaison role between cooperating teacher, student teacher and other project personnel.

e) Conducting seminars for selected student teachers as need is identified.

f) Scheduling and conducting Growth and Final evaluation conferences with the cooperating teachers and the student teachers.

g) Reporting to the Clinical Professor of progress of individual student teachers.

h) Facilitating lines of communication among the project personnel.

i) Meeting with the Clinical Professor for discussion of common problems in role.

j) Identification of cooperating teachers.

k) Estimated time allotment to field is a minimum of 1 1/2 days per week.

4. Doctoral Associate

a) Supervision of Experience 2 students in field.

b) Participation in university mini-courses.

c) On-going evaluation of appropriateness of field activities and course content.

d) Participates in the development and implimentation of field programs and seminars under the guidance of the B.U. - Lexington program coordinator and the clinical professor.

e) Participation in weekly seminars with total university staff on Experience 2 focusing on program development, operation and evaluation, carrying out of individual projects.

f) Estimated time allotment to field is 1/2 day per week.

b. Lexington

At the present time, the major vehicle for exploring staff differentiation has been the Wednesday afternoon seminars, during which student teachers of all grade levels meet in a three-hour seminar staffed jointly by Lexington and Boston University faculty. The intent of the seminar has been to expand upon the instructional base that has taken place prior to student teaching. Seminar session have a two-fold focus: instructional processes and professional role. The following chart provides the topics that have been examined in each of the areas:

Instructional Processes	Professional Role
1. Individualization	1. Professional conduct and ethics
2. Hierarchy of learning experience	2. Management behavior
3. Inquiry	3. Status of the profession
4. Valuing	4. Inter-professional relationships
5. Questioning techniques	5. Articulation of a personal philosophy of education
6. Curriculum in a field setting	
7. Evaluation	

Lexington personnel have been invited to plan entire sessions of the seminars. There have typically included demonstration lessons, workshops in the utilization of activity materials, role-playing, and other participatory activities. A small honorarium is received by each Lexington staff member for his participation in the program.

Concluding Comment

Lexington and Boston University have a nine year pattern of partnership in teacher education. This pattern has changed demonstrably during the nine years. As this paper is now being written, the feedback from the process evaluation continues. The evolution of future programming will depend upon analysis of that feedback information.